



# KD Safeguarding

Keeping children safe

**COVID 19: Safeguarding in school closure**

**Safe and Well Checks**

Kerry Dawson



# Need a listening ear?

## We are here to help...

Email or phone us for free safeguarding advice and support

Talk through practical solutions and logistics

Emotional wellbeing support for you and your team

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**#We'reInThisTogether**



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# Interim guidance to supplement Keeping children safe in education 2019

Safeguarding principles remain the same:

- The best interests of children must always continue to come first
- If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- A DSL or deputy should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Children should continue to be protected when they are online



# Using a tiered approach

Level	Safe and Well Activities	Frequency	Lead
<b>RED</b> Current child protection or CIN Vulnerable families where there are few protective factors	<ul style="list-style-type: none"> <li>• Review of child protection / CIN plan</li> <li>• Personalised multi-agency communication plan</li> <li>• Video call to the child and parent/carers using safe and well check conversation guide</li> <li>• Key safety messages personalised and reiterated</li> <li>• Information sharing with other agencies as agreed</li> </ul>	Daily – three times a week	DSL
<b>AMBER</b> Children with additional needs Vulnerable families where there are known protective factors	<ul style="list-style-type: none"> <li>• Personalised communication plan</li> <li>• Video call to the child and parent/carers using safe and well check conversation guide</li> <li>• Key safety messages personalised and reiterated</li> <li>• Information sharing with other agencies as agreed</li> </ul>	Once or twice a week	SLT
<b>GREEN</b> All children and families	<ul style="list-style-type: none"> <li>• Remote teaching activities</li> <li>• Messaging using existing school systems e.g. Text messaging, Class Dojo</li> <li>• Phone or video call to the child and parent/carers using safe and well check conversation guide</li> <li>• Key safety messages shared</li> <li>• How to get in touch during school closure</li> <li>• Bank of resources/signposting to services and helplines available on the school website</li> </ul>	Weekly / Fortnightly	Class Teacher



# Pressured time = Pressured families

Increased pressures combined with reduced support and protective factors will create risk for some families

**30% rise in domestic violence calls to The National Domestic Abuse Helpline**

**In some parts of China the number of domestic violence cases has been three times higher since the pandemic started**

**83% of patients with mental health difficulties said crisis had made their difficulties worse**

**1 million people have applied for universal credit since the start of this crisis**



# Understanding risk



## Consider:

- Could our children seek help if they needed to?
- If not, what can we do to ensure those children are safe?

## Chadrack Mulo

Died age 4 following the death of his mum. Chadrack was home alone for two weeks before he was found.



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# Understanding risk

- Consider current knowledge and understanding of the child and their family
- How might the lockdown period impact on:
  - Protective factors
  - Parental and child mental health
  - Domestic abuse
  - Drug and or alcohol misuse
  - Parenting capacity if there is an illness or family bereavement

	Child developmental needs	Parenting capacity	Wider family and environmental factors
What are we worried about? (Risks, concerns, patterns and trends)			
What are the strengths? (Resilience, protective factors)			
What is the impact on the child? (Harm occurred, daily lived experience, wishes and feelings)			
What needs to happen? (Action to manage risk and improve outcomes for the child – Outcomes should be clear and measurable)			



# Safe and well conversations

## Preparation and planning

- Let children and families know how they might be contacted, when and who by and what can be expected (safe practice)
- Prepare a resource pack with a list of useful contacts and referral mechanisms e.g. local foodbanks, early help, housing, mental health, finance etc.
- Review your code of conduct and ensure staff know how to use technology safely and securely
- Agree information sharing and record keeping systems



# Safe and well conversations... We're in this together

- Be supportive. Listen and show care and empathy within your responses.
- Be professionally curious. Ask probing follow-up questions. If someone tells you they are getting out to the shops – Ask 'who is helping them to look after the children?'
- Ask open questions and allow time and space for responses. Clarify where needed and don't make assumptions.
- Use open questions and sentence starters, such as 'tell; explain and describe; what; where; when; who? how?'
- If you have concerns... Be tactful, honest about your role and be respectful. For example 'I'm worried about how you are coping right now, how would it feel to talk to... they may be able to help with that'



# Safe and well conversations... Safe practice

- Where is the recording taking place? What's in the background?
- What platform is being used? Only use school accounts, check privacy and security settings
- If you are video calling from home, ensure you are dressed appropriately. Follow your code of conduct and maintain your professional standards
- Ensure staff know how to hide their number or personal information
- Undertake online teaching in groups
- Consider any additional safeguarding measures for one to one contact
- Obtain parental consent to talk to children
- Ensure staff are alert to any child protection and safeguarding concerns
- Ensure staff know how to access/signpost to resources and organisations



# Safe and well conversations... Key questions

- How are you? How are your family?
- What have you been doing?
- How are you keeping in touch with people?
- Is there anyone/anything you are worrying about?
- Who is at home with you? Is there more than one adult in your household at the moment? Are any of you Key Workers?
- If only one adult, is there anyone you can contact in an emergency? What is your support network?
- Is everybody well at the moment?
- Does anyone in your household have underlying health conditions? Is anyone required to shield?
- Does your child take any medication/Are you able to get hold of it?
- Do you know how to contact your doctor?
- Have any other Services been in contact with you over the last few weeks? If so, who? [e.g. Health/ S Care]



# Safe and well conversations... Key questions

- Do you have enough supplies for intimate care? e.g. nappies
- Do you have enough food for him/her at the moment? [especially if child only eats certain foods]
- Do you have a child friendly garden?
- How is your child coping with not being able to go out?
- How are you managing with having your child at home all day?
- Are you getting enough sleep?
- How would you describe your mood over the last few days? Have you noticed a change in your mood? If so, how?
- What things are helping you to cope?
- Is there anything else we can help you with?

## Key messages

**Be supportive, show care and empathy, be professionally curious, and trust your gut!**



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# Safe and well conversations... Record keeping

- Who did you speak to? How? When? Duration
- Did you speak to the child? If not, what reason was given? What level of concern does this raise?
- Note key points of the conversation, including observations made about appearance, mood, tone, background observations and interactions or any changes noticed since the previous contact.
- Record any agreed actions or advice given.



# Designated safeguarding leads

Where it is not possible for the DSL or deputy to be on site, consider:

- Available to be contacted via phone or online video
- Sharing trained DSLs with other schools (who are available)

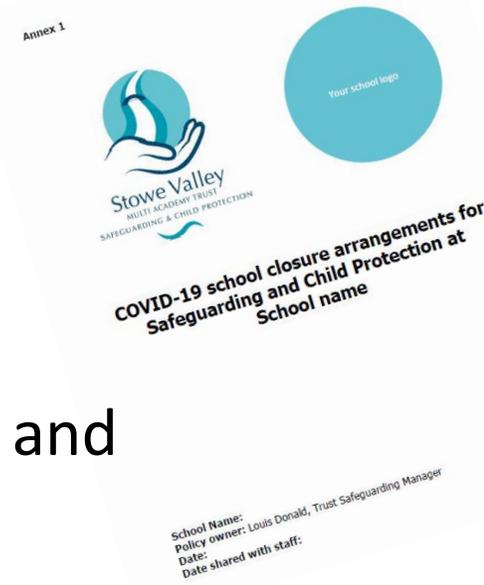
Where a trained DSL is not on site, a senior leader should take responsibility for co-ordinating safeguarding

- Communicate DSL daily arrangements to all staff and volunteers
- Trained DSLs will continue to be classed as DSLs even if they miss their refresher training



# Child protection policy

- Updated advice from the local safeguarding partners
- Advice from LAs in regarding children with EHC plans, LADO and children's social care, reporting mechanisms, referral thresholds and CIN
- What staff and volunteers should do
- Importance of acting and acting immediately
- DSL arrangements
- Working with social workers and virtual school heads
- Peer on peer abuse
- Concerns about staff and volunteers
- Arrangements to support children who do not meet the 'vulnerable definition'
- Arrangements to safeguard children not physically attending school



# Reflection... Key considerations

- Ensure all staff are aware of new arrangements and changes to policy and procedures
- Ensure all staff know how to keep themselves safe
- Ensure children and parents know what to expect and how to report any concerns that may arise
- Undertake a risk assessment of remote teaching and safe and well activities
- Consider using a tiered approach to supporting staff emotional wellbeing





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